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THE WOMAN'S COLLEGE AND WOMEN

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FOREWORD

This bulletin is an appeal to the women of Atlanta, of Georgia and of the South. It is an appeal to you *to do something large* and enduring. An intelligent woman recently said to the writer that the interests of women and the work of women were divided among comparatively small things. Is not this true? This is an appeal to concentrate on something *great.* Women have the ability to do a great thing. They have the intelligence, the influence, the power, the enthusiasm, the devotion, to do it. The success of any enterprise which they will undertake solidly and in a spirit of devotion and determination is assured.

This bulletin is an appeal to do something *definite.* Your influence, co-operation and earnest efforts are asked in behalf of Agnes Scott College. The work this college has done, is doing, and hopes to do for women is perhaps well known to most of you. It has high ideals, it stands for the best education, and its work is disinterested and unselfish.

The impression prevails that the college is rich and needs nothing. This is a great mistake. It has an endowment of $176,911. This is entirely inadequate. Remember that a safe investment does not net more than four (4) per cent. Then compare our endowment with any of the leading colleges for women in the East. The fact is there is urgent need of large additional endowment at the earliest possible moment. But *any* addition, however small, would help.

This appeal comes with special force to the Alum-

næ and former students of Agnes Scott. It was the Alumnæ of Wellesley who came to its aid after the recent fire at the college and who were largely instrumental in raising over two millions for it. It was the Alumnæ of Bryn Mawr who did most to add a million dollars to its endowment not long ago. It is the Alumnæ of Vassar who are now conducting a campaign to add a million to the endowment of that college, the greater part of which has already been secured. From first to last several thousand girls have attended Agnes Scott for a longer or a shorter time. We believe they are as true and loyal as the students of any other college. As in other cases the zeal, enthusiasm and leadership of Alumnæ have been a great factor in bringing success, so it will be in our case. It is hoped, however, that the Alumnæ and former students will have the hearty co-operation of many noble women in all parts of our Southland, and in places where there are no former Agnes Scott students that some leaders may rise up to act for Agnes Scott.

While it is true this appeal comes with peculiar force to the Alumnæ and former students of Agnes Scott, yet it must be remembered that Agnes Scott is young. It was founded as a grammar school in 1889, and chartered as a college in 1906. It has not, therefore, a large body of Alumnæ. Hence it is necessary for all women interested in the establishment of a woman's college of the highest grade in the heart of the South to give their united aid to Agnes Scott in order to insure that large success we so much desire.

F. H. Gaines,
President Agnes Scott College.

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THE WOMAN'S COLLEGE AND WOMEN

The woman's college is a fact in modern higher education. No intelligent person can either ignore it or discount it. There are in the United States at least a dozen colleges for women equal to any dozen colleges for men. Besides this there are scores of others doing excellent work and equally as good as a large class of colleges for men.

The "Seminary" and the "Finishing School" are still in existence. There are some, perhaps many, who still think of these as the standard of education for young women. All who so think are behind the age. Times have changed in the last fifty years. In educational circles and by all acquainted with modern movements and conditions, the woman's college is recognized as the standard of woman's education. In the women's colleges and in the great co-educational universities are tens of thousands of young women. What now should be the attitude of women towards the woman's college?

In the discussion of this subject I wish to suggest three questions:—

I. Why WOMEN should be interested in the woman's college.

II. Why SOUTHERN WOMEN should be interested in the SOUTHERN COLLEGE for women.

III. What kind of college should Southern women seek to establish?

I.

Why WOMEN should be interested in the woman's college.

1. *Because they are women.*

As *women* they are deeply and vitally interested in whatever promotes the fullest development and highest interest of their daughters and sisters. As *women* they are interested in whatever will raise the standard of womanhood, and increase the influence, power, and usefulness of women. *As women* they are interested in whatever will increase the efficiency, resourcefulness and happiness of woman. Whatever elevates, develops, and gives increased influence and power to a large class of women therefore inevitably redounds to the advantage of womankind.

There is a manifest tendency to solidarity among women in movements such as Federation of Women's Clubs; Woman's Christian Temperance Union; The Young Woman's Christian Association, and the work of women in the different churches. If in

all these movements it is found desirable and helpful for women to unite and co-operate, why should they not equally unite and co-operate with as much zeal, earnestness, and effectiveness in the establishment of the woman's college?

2. *Because the woman's college is necessary to maintain the advanced position of woman.*

All familiar with the facts must acknowledge that even within the last quarter of a century there has been a very marked advance in the position, influence and power of woman. I believe that it will be found equally true that this advance is due in no small degree to the woman's college. College women have been, and are, the leaders; and more and more as education advances and general intelligence increases among women must the college furnish the leaders in all the great woman movements. The woman's college, therefore, is a necessity for maintaining the ground already won by woman.

3. *Because the college is an open door to opportunity.*

The positions of largest influence, dignity and power are open *only* to college women. This is particularly true in the sphere of education and literary attainment. The following statement is taken from the Directory of the United States Bureau of Education, 1915-1916:

"It shows that of the 12,000 conspicuous positions, largely of an administrative character, 2,500 are held

by women. These include college presidents, state and county superintendents of education, directors of industrial schools, heads of departments of colleges and universities, ... and librarians.

Twenty-four out of 622 colleges and universities are presided over by women. Of the nearly 3,000 county superintendents 508 are women."

More and more the better class of high schools and preparatory schools are demanding a college degree of their teachers. In some sections even the grammar schools are asking for college graduates as teachers.

4. *Because it is desirable and important that the advantages of higher education provided for our young women should fully equal the advantages provided for our young men.*

Within a few miles of Agnes Scott College two universities have been projected for men. For one of them almost two million dollars have been contributed in Atlanta alone. Will the women of Atlanta, of Georgia and the South allow the near-by woman's college to lack the endowment necessary to place it on an equality with either Emory or Oglethorpe? If they will but arise to meet the demands of the hour there will not be lacking manly men to give them aid, just as when the men called the women nobly responded.

The above are some of the reasons why women should be interested in the woman's college.

II.

Why SOUTHERN WOMEN should be interested in the SOUTHERN COLLEGE for women.

1. *Because the needs of the Southern College for women are so great.* I know of no way in which these needs can be so clearly and forcefully set forth as by comparison of the Southern colleges for women with those located in the East and with the opportunities offered in the West. Let me call your attention to the conditions in the East.

There are five great colleges for women in the State of Massachusetts, namely: Wellesley, Smith, Mount Holyoke, Simmons, Radcliffe. According to the latest report from these colleges the five have an aggregate endowment of $8,749,693.00
One of them has an endowment of.....$3,050,486.00
The smallest endowment of them is $1,000,000.00

The aggregate endowment for *all* the colleges for women of *every grade* in Georgia, North Carolina, South Carolina, Tennessee and Virginia is $1,383,536.00

The total endowment of *all* the colleges for women in Georgia is .....$ 385,000.00

It thus appears that the endowment of *one* of the five colleges for women in Massachusetts is nearly three times greater than the total endowment of all the colleges for women in five Southern States.

The same five colleges in Massachusetts have plants and equipment valued at over $8,000,000.00

The six colleges for women in the South belonging to the Association of Colleges and Secondary Schools of the Southern States have plant and equipment valued at $3,105,657.00

Or eliminating Goucher, which is on the border $1,837,657.00

It further appears that the total value of plant and equipment of the five colleges for women in Massachusetts is more than four times greater than the five colleges for women belonging to "The Association of Colleges and Secondary Schools of the Southern States," an Association covering the entire South.

It may be said that money does not make the college. In a sense this is true, and yet it is impossible for a college to exist and to command the best talent in its faculty and provide the best equipment without a large sum of money. In the above comparison I have only mentioned the great colleges for women in the State of Massachusetts. I have said nothing in this comparison about the women's colleges in New York, Pennsylvania, and other States in the East. It must be evident to any one who stops to think at all that the South is far behind the East in the advantages it offers for the higher education of women. Is not this fact an appeal to the patriotism of Southern women, to their love for their own daughters, to their desire to have

this Southland placed approximately at least on an equality with the East so far as its colleges for women are concerned?

Turning now to the West, we find that there co-education prevails. We find that nearly all the large colleges and the great universities, including all the State universities, are open to women. If we were to compare the endowment and the value of plant and equipment of the institutions of higher learning in the West with those in the South open to women we would find a similar disparity to that found in the East.

Shall the mothers and the sisters of our Southern young women be content to have this great disparity in educational advantages continue?

2. *Because the influence of the college on the territory immediately served is so pronounced.*

Permit me to call attention to a great, if not a startling law which seems to govern in the field of higher education, namely this: *The college draws more than fifty* (50) *per cent of its patronage from within a radius of two to three hundred miles.* Here are some striking illustrations:

Goucher College, Baltimore, Maryland:
Total enrollment 1915 423
From Maryland and Pennsylvania 302

Mount Holyoke College, South Hadley, Mass.:
Total enrollment last catalogue available..... 791
From Massachusetts, Connecticut and New York 479

Vassar College, Poughkeepsie, N. Y.:

Total enrollment 1914 1076

From New York, Pennsylvania and New Jersey 558

These three great colleges will illustrate my point. The college awakens interest in higher education in its immediate territory. There are scores and hundreds of young women who will become interested in securing a college education by the influence of a college located within two or three hundred miles who would never otherwise think of going to college. There are hundreds of young women who would go to a near-by college who would never go to a college several hundred miles away.

Let us now make an application of these facts to our Southland. The young women in the East and the West have the advantages of colleges of the very highest grade *located in their territory.* The result will inevitably be that a very large proportion of their young women will receive the higher education. In our Southland where the colleges for women have not the endowment nor the plant to enable them to compete with the great institutions in the East and the West a very large proportion of our girls are deprived of the advantages which the young women of the other sections have. Shall we not stop to ask ourselves what shall be the effect of this state of things upon the Southern women of the future generation as compared with the women of the East and the West? Inasmuch as the colleges of the highest grade give increased influence, power, position and leader-

ship, the great preponderance of this element of power will be found with the women of the East and the West. Could a stronger appeal be made to Southern women to see to it that this state of things shall not continue?

3. *The rapid growth of high schools in the South.*

The High Schools in the South have been growing in number and efficiency by leaps and bounds within the last decade. In ten great Southern States according to the latest report there were enrolled in high schools 63,208 girls. All, or nearly all, of these girls will be prepared for college, that is to say will be able to offer the required number of entrance units for entering the freshman class of a standard college. It is certain that hundreds of them would be glad to go to college. It is certain that many other hundreds of them could be interested in college. Are not these facts concerning secondary education, and the large number of girls prepared for college, a call to the Southern women to prepare the college for their girls?

4. *Because the South has many things distinctive which it should desire to transmit to future generations.*

Far be it from me to institute any invidious comparison between the different sections of our country. I have nothing but the most cordial feelings towards those who live in the North. Nevertheless, those of us who have been born and reared in the South can not but have an earnest desire that our

daughters shall have transmitted to them the ideals, traditions marking our Southern civilization. We love the South, her atmosphere, her history, her climate, her hills and valleys, her people, what she has been, and what she is. Should we not desire therefore to establish in our own borders colleges for our girls which shall train them in the atmosphere in which their parents have lived and rejoiced.

III.

What kind of a college should Southern women seek to establish?

This is a question of exceeding great importance. I may only offer some suggestions:

1. *It must be educationally the best.*

It must have a full and able faculty trained in the best colleges and universities.

It must have a liberal curriculum fully abreast of the latest and best educational progress.

It must maintain a high standard, enforcing honestly its requirements for entrance and for graduation.

2. *It should be a college with a plant and equipment of the best modern type.* I know perfectly well that fine buildings and a beautiful campus cannot make a college, and yet there can not be a college without them. Nor am I one of those who believe that too much importance should be attached to buildings. I believe they should be comfortable and modern

and adapted to their use, but I do not believe that any money should be spent on extra ornamentation. We must, however, provide such a plant as will afford the means for the best educational work, and for thorough comfort.

3. *It must be an adequately endowed college.*

Few people appreciate the great expense of conducting a modern college. The elective system of the curriculum demands a large teaching force, and these teachers must be experts of the finest training, of recognized ability, and of the highest type of character. Such teachers cannot be secured without fair compensation. The laboratories and library of the college of the first rank are exceedingly expensive and require annual outlay. The inevitable expenses of up-keep for a college plant are likewise very great. The result is that the income of a great college from its student body does not begin to meet the current expenses. This is true even of the large colleges with hundreds of students. Wellesley and Vassar could not continue their work without large endowment.

The question remains, What is an adequate endowment? For a college of highest grade it should be not less than $500,000.00, and preferably a million.

4. *Our Southern college should make provision for offering its advantages to girls of moderate means.*

In order to do this endowed scholarships are a necessity. The colleges in the East have a large amount

of scholarship endowment. Wellesley has an aggregate of $262,000.00 endowed scholarships, and Vassar $351,000.00. Is it not a very strong and urgent call to our Southern Women to provide the means for offering the advantages of a college education to our Southern girls who cannot have these advantages without aid? The applications from worthy and promising girls which come every year to the college President are numerous and pathetic.

5. *This Southern college should be distinctly and positively Christian.* The greatest and finest thing on earth is true moral character, and the finest type of character is Christian character. In the college character is finally determined. Nothing therefore should be introduced into the college which would undermine Christian faith. On the contrary, every influence possible should be maintained in the college to form and develop Christian character. All the education the best colleges and universities can give without such character would be a menace to the world rather than a blessing. It is Christian character, intelligent, true, strong, dominating the higher education which is the hope of the world.

Such is the kind of college which Southern women should set themselves to establish in the Southland. That they can do it there is not the least question. They have the influence, the intelligence, and the means. The only thing that is needed is the *resolution,* firm, united, steadfast. This is an appeal to Southern women to unite and co-operate in the establishment of colleges of the highest grade for our Southern girls.